

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13KS5

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Mrs. Janie Allison

Official School Name: Oswego Neosho Heights Elementary School

School Mailing Address: 12 Oregon Street
Box 129
Oswego, KS 67356-0129

County: Labette State School Code Number*: 020

Telephone: (620) 795-4541 E-mail: jallison@usd504.org

Fax: (620) 795-4591 Web site/URL: www.usd504.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Mark LaTurner Superintendent e-mail: mlaturner@usd504.org

District Name: Oswego District Phone: (620) 795-2126

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Lewis Riley

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 2 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
0 K-12 schools
4 Total schools in district
2. District per-pupil expenditure: 13539

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	17	14	31
K	14	15	29
1	13	12	25
2	13	10	23
3	11	9	20
4	7	18	25
5	12	10	22
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			175

6. Racial/ethnic composition of the school: 6 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
89 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 20%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	14
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	20
(3)	Total of all transferred students [sum of rows (1) and (2)].	34
(4)	Total number of students in the school as of October 1, 2011	173
(5)	Total transferred students in row (3) divided by total students in row (4).	0.20
(6)	Amount in row (5) multiplied by 100.	20

8. Percent of English Language Learners in the school: 0%
Total number of ELL students in the school: 0
Number of non-English languages represented: 0
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 63%

Total number of students who qualify: 111

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 23%

Total number of students served: 40

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	<u>19</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>11</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>0</u>
Paraprofessionals	<u>11</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>8</u>	<u>1</u>
Total number	<u>36</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 10:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	94%	94%	93%	96%	93%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Neosho Heights Elementary, a member of the Unified School District 504, is located in the southeast corner of Kansas. Oswego is a rural community with a population of 1,849. Our elementary building educates 175 students in grades PreK-5. Today's preparation determines tomorrow's success, which is exhibited in our district motto, "Believe, Achieve, Succeed". Students, administration, faculty, parents, and community members are committed to academic success. Neosho Heights Elementary School's slogan is, "If it is to be, it's up to me."

The Oswego district has one mission statement for the district as a whole: to provide a quality learning environment empowering all students to become self-sufficient contributing members of society. The mission statement is currently posted at the entrance of the building, in all classrooms, and in the student handbook. Building faculty met in groups to discuss the mission and vision for each building. Neosho Heights Elementary School's vision is to prepare students in their next level of education as students who have developed academic, technological, and problem solving skills accompanied with respectful, responsible behaviors and attitudes required for life-long learning and productive participation in an ever-changing society.

An environmental scan was used to develop the vision and mission so that it represents all stakeholders. We believe at Neosho Heights Elementary that students learn best when they are actively engaged in the learning process in a competent and supportive environment. Therefore, we assure that students have access to appropriate, plentiful equipment and materials for learning activities in a state-of-the-art, well-maintained building. Students are taught by a caring, highly competent, personable staff who motivates students to learn. Students benefit from effective communication and relationships between home and school and have access to a well-rounded, cohesive enriched curriculum that engages and prepares them for the next level.

We identify goals each AdvancEd cycle to advance the mission. This is coordinated through a shared process by the staff and administration. We ensure that the school's mission guides the teaching and learning process by looking at all our disaggregated groups to determine strategies we will use to address the goals for all students, including smaller groups who are not meeting mastery levels of performance. These strategies are then monitored through data analysis and adjusted as needed.

Multi-Tiered System of Supports (MTSS) and a school-wide Title program ensures that all students' needs are met and all standards are enriched and extended. MTSS was developed school-wide to meet the needs of students who were not meeting mastery levels and to keep students who were doing well at the mastery level and above. Students pledge to do their best by setting personal and group goals and by signing a compact that holds them accountable. Having students monitor their progress on formative assessments and mastering of standards has proven a successful strategy.

Academics at Neosho Heights Elementary School are incorporated in several different ways. Each year before state assessments, the staff at Neosho Heights conducts a kick-off assembly, which motivates students to continue our tradition of academic excellence. The staff and students play games, perform skits, and encourage younger students to become actively involved in the testing process. We want to build unity among those students who are testing now and who will be testing in the future.

Our state assessment scores at Neosho Heights Elementary reflect the high standards set by the students, faculty, and community: they are the top 5% in math, reading, writing, and science of Kansas elementary schools. For the last six years, we have earned Standard of Excellence Awards for accomplishments on state assessments. In the 2011-2012 school year, 100% of students assessed at Neosho Heights met, exceeded, or performed exemplary on the Kansas State Assessments in reading, math, and science. For

the 2011-2012 school year, we were recognized with the Challenger Award for closing the gap in achievement rates for low SES and at-risk students. We have also been awarded the Kansas Governor's Achievement Award, which recognizes schools for achieving Building Level Standard of Excellence in reading and math, meeting AYP requirements, and being in the top 5% of Kansas elementary schools. We are now honored to have earned a nomination to become a National Blue Ribbon school. Neosho Heights Elementary School will always strive to be a National Blue Ribbon school and continue its strong traditions. At Neosho Heights we know, "If it is to be, it is up to me."

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Students at Neosho Heights Elementary take the Kansas Computerized Assessments in Reading and Math in grades three, four, and five. These assessments are administered each spring. Results are separated into five different performance levels. From highest to lowest they are ranked as: Exemplary, Exceeds Standards, Meets Standards, Approaches Standards, and Academic Warning.

Our goal at Neosho Heights Elementary is for 100% of our student population to meet or exceed the “Meets Standards” category. The total number of students who score Meets Standards or higher is expressed as a percentage of the total tested student population.

In addition to seeking the Building Wide Standard of Excellence award for each area assessed, we also want each class to be recognized with the Standard of Excellence award each year. Kansas awards Standard of Excellence recognition to schools whose students who perform above and beyond the minimum requirement. The schools must meet a specific formula with their test scores. In Math and Reading, the formula requires that 60% of the students are classified as Exceeds Standards or above, 80% of the students are classified as Meets Standards or above, and 95% of the students are classified as Approaches Standards or above. A Standard of Excellence award is given to each grade level that meets those higher expectations.

Our main goal for our students, however, is for each child to be successful. We offer each student opportunities to do his or her best, which is a truer measure of success.

In the fall, 2008, teachers at Neosho Heights Elementary were looking ahead to 2014 when the AYP requirement would be that 100% of all students score in the “Meets Standards” or higher categories. In 2008 our Math scores were averaging 85% meeting standards or above. Our Reading scores were averaging 90% meeting standards or above. Our third grade classes were both at 77% meeting standards and above. We felt we had to do something to get the third grade students scoring better.

Teachers began a collaboration process. They met together to discuss strategies that were being used in all classrooms. Teachers observed other teachers in our building and discussed what worked and why. Data were presented and analyzed showing what practices were showing the most gains. Strategies adopted school-wide during these collaboration times included: THIEVES (a reading comprehension tool), a school-wide problem-solving model, using Study Island in a consistent manner throughout the building, using the Accelerated Reader data, Math Magician, and using Everyday Math with fidelity.

Throughout this process our staff began presenting in-services, sharing these strategies with the other buildings in our district. Soon, several of our strategies were adopted within the other buildings as best practice.

Also, during this process, Neosho Heights Elementary applied for and was accepted as a school-wide Title-I program, which allowed our whole staff to be fully involved in implementing our MTSS program. All staff could be used to target all students at their level of performance.

The performance trends in scores from Kansas State Assessment for Neosho Heights Elementary showed significant growth after 2008 and steady improvement in student scores each year after. Within the last five years the percentage of students meeting standards and higher has risen steadily. Math assessment scores as a building that had 85% of students passing the assessment in 2008 have risen to 100% passing. This is where we wanted to be scoring when we started our collaboration process in 2008. Reading

assessment scores, as a building, have risen from 90% passing to 100%, again, meeting our goal of 100% of our students meeting standards and above. When the data were analyzed further, we saw that not only did 100% of our students pass the assessment, 82% of our students scored in the highest categories of Exceeds Standards and Exemplary. This occurs at every grade level in math and reading.

We saw the same positive trend in the scores for Free and Reduced Lunch/Socio-economic disadvantaged students. In 2008, 83% of Neosho Heights' at-risk students passed the math assessment. In 2012, 100% of these students passed the math assessment. In 2008, 88% of Neosho Heights' at-risk students passed the reading assessment. In 2012, 100% passed. The percentage of at-risk students scoring Exceeds Standards and Exemplary in math rose from 48% to 73%. The percentage of at-risk students scoring Exceeds Standards and Exemplary in reading rose from 46% to 79%.

Neosho Heights has been awarded the Standard of Excellence recognition for Building Level in Math for the last four years. In Reading, we have been awarded the Standard of Excellence recognition for Building Level for the last five years.

In 2012, all students in grades three through five scored 100% in the meets standards and higher categories in both reading and math.

Regardless of our success, Neosho Heights' teachers and staff continue to research effective ways to meet the needs of each child. We are now preparing our students for the College and Career Readiness Standards that will be in effect in 2014. We know our students will be successful.

2. Using Assessment Results:

Neosho Heights' teachers work collaboratively to ensure that every student has the opportunity to learn and succeed. We have set aside a time for teacher collaboration that ensures that students are placed in the right environment to meet his or her learning needs. We implemented the Multi-Tiered System of Support program from the state of Kansas. Each student is assessed in reading and math and then placed in a tier that meets their particular need. Continuous progress monitoring checks for potential areas of concern. Students are moved in and out of tiers as their skills change. Lessons are planned to meet the needs of the individual child.

Students begin the year taking several placement assessments. For Reading we use, DIBELS (Dynamic Indicators of Basic Early Literacy Skills), and STAR (Standardized Test for the Assessment of Reading). For Math, we use easyCBM (Curriculum-Based Measurement Solutions for Every Tier). The scores from these assessments give the teacher a baseline from which to begin instruction. These assessments are given once in the fall, once in the winter and once in the spring. Progress monitoring can be done every two weeks to better evaluate the needs of each student.

Formative assessments developed by the Kansas State Department of Education, are designed to give students an opportunity to practice skills needed for the state assessments. Teachers in grades three through five begin using this tool in November and continue through February. These assessments are on the computer and are very similar to the Kansas Computerized Assessment. Our teachers use data from the formative assessments to see what skills need further development and then adjust instruction to help a student succeed in that area.

Third and fifth grade students at Neosho Heights take the Iowa Test of Basic Skills in November. Data from that test are received in January. Teachers meet to analyze that data and then develop strategies for either the classroom or tiers to give the students more opportunities to learn skills necessary to be successful.

In the spring, faculty members evaluate data from the state assessment results. Data are disaggregated according to gender and socio-economic status. Problem areas are targeted during this analysis. Standards

are broken down to determine if there is a need for different strategies to be used in the classrooms and tiers. Math and Reading goals are then written for the next school year. This is a continual process.

Students are aware of the importance of the assessments we give. They anxiously await notification of their scores on state assessments. Teachers inform students individually of their performance on each assessment. An assembly is held to announce and celebrate our test results.

Neosho Heights' teachers recognize the importance of a strong relationship between school and home. We are continuously communicating with families of their student's performance on assessments as well as classroom activities. Teachers meet weekly as a Student Improvement Team to collaborate and discuss strategies that can help a child who may be struggling. Parents are invited to these meetings also. Once a plan is in place, everyone involved has a copy of the plan so it can be implemented with fidelity.

Students in grade three through five are required to fill out a planner each day. The planner is to be taken home and signed by a parent or guardian and returned to school the next morning. The planner is also used as a communication tool allowing teachers and parents to write notes and comments to each other. This school to home communication helps keep the student more accountable thereby giving him or her more chances to succeed.

Neosho Heights also uses the student information system, PowerSchool© as a communication tool.

Parents receive a user name and password for their child. Teachers update grades regularly and parents can look at their child's page at any time to see grades, missing assignments and absences. Teachers may also leave comments for parents to see regarding their student's academic achievements and/or behavioral issues in the classroom.

SchoolReach©, an automated phone system, is another service we use to communicate with parents. If a class is having an assessment, we can make an automated phone call to remind parents to help the child be prepared from home. We feel the more parents are involved in their child's school life, the better chances the child will have to become a successful member of society.

3. Sharing Lessons Learned:

It is our professional responsibility to share strategies, interventions, and resources that have been successfully implemented in our school and district.

Staff attend workshops that will further grow their knowledge base and promote student learning. Upon return, the newly trained staff shares knowledge and resources with other faculty in the district. Collaboration with other grade level or content level teachers is ongoing. This communication allows us to align terminology, materials, and resources and implement proper accommodations or similar support strategies, as well as align teacher expectations.

As a result of numerous accolades and awards, such as Standard of Excellence, Governor's Achievement, and a Challenger Award, we have been asked to mentor other schools in neighboring districts. Through these opportunities, we have shared methodologies and resources and how we integrate technology to master standards. Within these collegial networks, neighboring educators have observed the techniques and strategies, such as THIEVES (an acronym used to comprehend a variety of texts), our use of Study Island (a standards-based internet program), and our implementation of MTSS (Multi-Tiered System of Supports). We have offered question and answer sessions in order for others to better understand how we educate our students. Teachers in other districts have adopted our use of standards-based notebooks, which are used as a visual tool to illustrate to students their individual progress. Each student establishes a personal goal as well as a group goal for formatives and assessments. They then sign a contract, pledging to use every strategy they have learned. This allows students to take ownership of their learning and monitor their progress.

In conjunction with Kansas universities, we have mentored many teacher candidates who aspire to become lifelong educators. As a result of these mentoring opportunities, we have employed several outstanding young teachers to build a continuous quality program. A mentoring program is also in place for non-tenured teachers in order to expand and enrich competency in the classroom through sharing successful research based strategies.

The distinction of National Blue Ribbon School recognition would validate our hard work and dedication to the students of USD 504. With this honor we would continue to strive for excellence and share our knowledge and resources within the learning community.

4. Engaging Families and Communities:

Having informed and supportive parents and community members is fundamental in the academic growth and success of our students.

There are many ways we involve families in the education of their children. One example is our Parent Teacher Organization, which meets several times a year to organize fundraising events, plan learning opportunities, and support teachers in building resources in order to provide differentiated and quality instruction. Information is disseminated in other ways as well. Parent Teacher Conferences are held twice a year in order for parents and teachers to discuss academic progress, with approximately 95% of parents attending. In the spring, our school hosts an Everyday Math Family Night, an entertaining and educational opportunity for parents to learn, play, and ask questions about the Everyday Math program.

Another tool used to communicate effectively is PowerSchool®, a web-based student information system that allows parents to access and monitor their child's grades through an individualized username and password. Grades are updated weekly, and progress reports are sent home every three weeks. Further communication is provided through the use of email, phone calls, and newsletters. Additionally, SchoolReach®, a district wide calling system, is used to keep parents informed.

We believe the community stakeholders are the driving force behind our students' education and success and strive to keep our community members updated and informed on our school's news and events. We feel that our school thrives when our community is involved and supports our academic endeavors. Our district purchased a state-of-the-art LED sign, located at a central downtown location, which displays current information for passersby. Our district website is also an informative means of providing highlights of classroom activities as well as upcoming events. Discovery Day, an all-day school event, brings in a variety of community members to volunteer their occupational skills and talents for our students. This allows teachers to extend and enrich the curriculum beyond the classroom walls, while also allowing the community to play an active role in the education of our youth. Our local newspaper also works closely with the district to keep the community informed of scholastic achievements, events, and opportunities to be involved.

We are very fortunate to work with parents and stakeholders who are all tremendously dedicated to the future of our students. Through these partnerships, our students thrive.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum is designed to challenge all students and provide exposure to a variety of fields. It is our goal to maintain high standards in curriculum alignment while effectively engaging our students.

The Language Arts curriculum dedicates 90-minutes daily to reading and language arts. Students engage in a variety of activities, including Kagan cooperative groups, fluency reads, and reciprocal reading. Students who score below benchmark on the DIBELS Diagnostic, state assessments, and daily formatives receive additional one-on-one or small group support through our Multi-Tiered System of Support (MTSS). This allows students to focus on specific skills for an additional 25 minutes outside the 90-minute core.

The Math curriculum also includes 90-minutes of daily, uninterrupted instruction. Our educators meet the needs of all children through the use of manipulatives, timed tests, games, guided practice, and cooperative activities. There is also an annual Math Night for families to acquaint parents with math games that reinforce target skills. Students who score below standard on the CBM math tests or state assessments are also placed in a Tier group.

As a Title I school, we have a teacher and several para-professionals who assist our students with both math and reading skills. Educators have access to a resource room with a variety of materials that can be used for hands-on instruction and remedial work. The resource teacher is also available to work with small groups of students and to consult with the classroom teachers about different strategies that would work best with students needing extra support.

For Science, Neosho Heights Elementary uses an active learning approach to teach Life Science, Earth Science, and Physical Science. Local professionals are brought in to discuss their areas of expertise. Study Island, a computer generated program to help prepare for state assessments, is used to corroborate science concepts.

In Social Studies, students work on map skills, geography of the United States, and focus on Kansas and our community. Field trips to local points of interest build community awareness. *Scholastic News*, a student magazine, keeps students abreast of current events in the sciences and social studies.

All students receive Physical Education. This course includes indoor and outdoor activities. As well as active play, students participate in games that incorporate principles from their language arts and math curriculum. Students are tested for the Presidential Physical Fitness Award and work toward goals in that program. All third graders are involved in the yearly Kansas Fun Fitness Day. Each day, a healthy snack is provided, which encourages discussion in the classrooms about choices for a healthy life style.

Every student is involved in vocal music, and some students have the opportunity to take instrumental music classes. There are two concerts annually, and the children sing at various events and functions in the community throughout the year. The band also performs at parades and ball games.

Neosho Heights Elementary participates in the nationally acclaimed Character Counts program in which students participate in monthly character building activities. In October, the community is invited to come to school and participate in our Red Ribbon drug awareness curriculum embedded in the Character Counts idea. Students in fifth grade are enrolled in the countywide D.A.R.E program as well.

Our students have access to a modern computer lab, classroom computers, and iPads to enhance learning. Elmos, LCD projectors, Inter-write boards, and Classroom Performance System© clickers are also in use. All teachers strive to incorporate technology in everyday instruction.

2. Reading/English:

The teaching of reading standards, the study of literature, and the promoting of correct language use are the forces behind our Neosho Heights' students achieving Standard of Excellence in Reading and Writing. Students are being prepared for the S.T.A.R., DIBELS, ITBS, and the Kansas Reading Assessment with various reading activities dictated by our School Improvement Plan. It is the goal of Neosho Heights Elementary that students will master foundational reading skills and enhance reading comprehension across the curriculum. These goals are attained through the implementation of reading programs such as Stepping Stones, Sound Partners, Accelerated Reader, Study Island, and Harcourt Brace. The strategies used to achieve these goals are Phonemic Awareness, Phonics, Graphic Organizers, small and whole group reading, writing activities, vocabulary activities, comprehension quickies, THIEVES, self-questioning, memorization, repetition, and tiered instruction.

These programs were chosen not only because they were closely aligned with the state standards, but also because they provide engaging literature, in a variety of genres, which enhance and enrich the students' knowledge base. A spiraling effect also allows us to return to previously taught lessons and vocabulary, and we have access to extra support materials.

THIEVES (Title, Heading, Introduction, Everything I Know, Visuals, End of Passage Questions, So What is the Author's purpose?) is a reading strategy that has been used at Neosho Heights Elementary. Every time a new passage is introduced, the THIEVES acronym helps students focus on the main idea and sets their purpose for reading.

Students who score in the strategic or intensive groups on the DIBELS Reading test or show signs of difficulty with comprehension on formative assessments are placed in a Multi-Tiered System of Support. This allows small group instruction by our most highly qualified staff to reinforce what is being taught in the classroom. Students are grouped to meet the specific needs of each child according to their individual skill level.

Classroom teachers, as well as support staff, work daily with at-risk students in an effort to allow these students the same success as their peers. Neosho Heights' success in reading is due to the fact that all teachers are teachers of reading. They are active participants in the school's strategies, and these strategies have lead to remarkable results.

3. Mathematics:

At Neosho Heights Elementary our goal is to expand our students' mathematical understanding and proficiency through a curriculum that is rigorous and balanced. Emphasis on conceptual understanding while building a mastery of basic skills is key to a successful mathematics curriculum.

Through investigation, professional education, and evaluation of research-based programs, Neosho Heights chose to implement Everyday Mathematics. This program allows teachers to introduce key mathematical concepts through a variety of methods and strategies in order to maximize retention and engage students. Everyday Mathematics introduces six major mathematical domains: number sense, algebra, measurement, geometry, data analysis, and probability. It allows students to build and maintain basic skills while using real world problems and situations to encourage higher order and critical thinking skills. This program builds understanding over a period of time, first through informal exposure and then through formal and directed instruction. Students are expected to master a variety of skills and concepts, but not the first time they are encountered. Everyday Mathematics offers a spiraling method that allows past skills to be reintroduced while teaching new skills and concepts.

At Neosho Heights we use classroom formative assessments, ITBS scores, and State Assessment results to determine the best classroom strategies to implement. Our students' progress is evaluated three times a year using Competency Based Measurement, an online program that assesses math skills in many different areas. Through this analysis and teacher observation, students are placed accordingly in a Tier II group in our Multi-Tiered System of Supports program. These small groups meet four times a week to focus on targeted indicators with both struggling and advanced learners. Tier III groups are offered to students who still require additional support.

Teachers expose students to mathematical concepts in multiple ways. Students are taught money exchange and shopping skills through class stores, providing students with visuals to explore numbers in real-life situations. Neosho Heights also hosts a Family Math Game Night, which allows parents to participate in activities with their child. These games not only reinforce and build arithmetic skills, but also provide an opportunity for students to teach their families skills they are learning in the classroom. In addition, students have access to a variety of supplemental programs, such as Study Island, Math Magician, Drops in the Bucket, and daily timed tests.

Through the use of these programs, interventions, and dedication, our students are building a strong mathematical foundation to carry through life.

4. Additional Curriculum Area:

Our mission at Neosho Heights Elementary School is to provide a quality-learning environment empowering all students to become self-sufficient, contributing members of society. At Neosho Heights Elementary, we believe it is essential that all students receive a solid foundation in their education that will follow them through middle school, high school, college, and eventually into a career. Teachers have high expectations for students and the students strive to perform at these levels. Neosho Heights is a small school, but students are exposed to a well-rounded curriculum with several forms of differentiated instruction. They receive opportunities to learn about many subject areas, such as library media sciences, vocal and instrumental music, keyboarding, physical education, and health and nutrition. Character education is also taught biweekly in large groups and enriched on a daily basis. These opportunities guide and enrich their education.

Our physical education department is an extension of the classroom. Each PE class size varies from twelve to twenty-two students. This allows for more individual and small group instruction. Each child receives 100 minutes of physical education weekly. Our physical education teacher has incorporated a number of different outside resources. Students are exposed to several different aspects of physical education such as cup stacking, Presidential Physical Fitness, and Kansas Fitness Day. Our instructor also incorporates core subjects to reinforce skills taught in the classroom. For example, he painted a ruler on the gymnasium floor to enhance the understanding of measurement, and incorporates spelling words, math facts, telling time, and sequencing patterns, to name a few, during games such as tag and relay races. Technology is also incorporated.

In addition, the physical education teacher worked in conjunction with the school nurse to write two grants, Healthy Habits for Life and Power Panther Pals that were received and integrated into the curriculum. Through Healthy Habits for Life, Neosho Heights Elementary School purchased two Wii Nintendo Systems. In physical education, students can dance, do calisthenics, and be physically active through interactive games. The Power Panther Pals grant was used to purchase a health and wellness program. It encourages students to be physically active and to make healthy eating choices through My Healthy Plate. These grants help prepare students for a healthy lifestyle through quality nutrition choices and exercise.

5. Instructional Methods:

At Neosho Heights Elementary School, we strive daily to meet the needs of all students. With a low student to teacher (10:1), our school offers opportunities to individualize and tailor instruction.

Through school-wide Title I and Multi-Tiered System of Support (MTSS) every student receives additional instruction in small group settings to reinforce, re-teach, enrich, and extend their mastery of standards. At the beginning of each school year, data are collected on every student through several methods and each student is then placed in a group according to their mastery of standards. Benchmark students are working on grade level. Strategic students are students who are approaching mastery and are in need of extra support. Intensive students are the students in need of the most support in several areas. All students receive ninety minutes of core reading and math instruction daily (Tier I). In addition, all students receive 25 minutes of additional instruction four days a week (Tier II) in reading and math based on continued data analysis. The intensive students receive an additional twenty minutes three to five days a week (Tier III) to close the achievement gap.

For regular education students who have not mastered specific skills or standards, a student improvement team (SIT) comprises the building principal, Title I reading specialist, school psychologist, Special Education teacher, a Title I paraprofessional, and a classroom teacher. These professionals work together to determine strategies and provide interventions and accommodations based on individual student needs. The SIT team meets weekly for progress monitoring and to discuss new referrals.

We at Neosho Heights are involved in implementing and integrating research-based strategies and technologies to help with student learning across the board. Every classroom is equipped with a LCD projector and several classrooms also have ELMO's, Classroom Performance System clickers, and Inter-write tablets that support daily instruction. In addition all students have access to 20 laptop computers as well as a computer lab with twenty desktop computers. Fourth and fifth grade students can also work on one of thirty iPads. When working with technology, students are able to master standards through an Internet-based program called Study Island, which allows students to work at their own pace in order to master grade level specific standards. We integrate technology wherever we can to address student needs.

6. Professional Development:

Ongoing training and advancement in the AdvancEd process guides our professional development as we strive to learn, maintain, and implement interventions to meet student needs. We continue to maintain success in closing achievement gaps by aligning our professional development with academic standards. Professional development services are offered continually to all staff.

Professionals with AdvancEd train our steering committee members who in turn, lead the school improvement process. This committee guides staff members through goal setting, data analysis, research of interventions, and implementation. Staff members have the opportunity to research the latest programs, interventions, and strategies available. Once our staff determines what researched-based strategies are best suited for our school as reflected in data analysis, the decision is then made to train, implement, and adapt these strategies. Bringing professionals in to train and support staff accomplish this. When necessary, selected staff members are sent to training and return to educate the remaining staff. Within the AdvancEd process, staff is allotted time to evaluate the effectiveness of these strategies and modify them as needed to achieve maximum benefits.

To remain at the forefront of new educational movements, steering committee members have attended the national AdvancEd conventions in Chicago. This process is repeated as the school completes AdvancEd cycles and needs to reevaluate and modify the school improvement plan. Additionally, professional development has been important in maintaining a positive, safe environment for learning. The training our staff has recently received included information on bullying prevention, how to motivate students to

achieve academic success, building character education, and maximizing the use of our technologies and resources. The staff attends workshops, conventions, and seminars within their curriculum area.

Moreover, our district is a member of the Greenbush Education Service Center, which offers affordable, effective programs otherwise unavailable in our area. By forming consortia, Greenbush allows districts to pool resources through a cooperative effort. Greenbush forms partnerships with agencies, businesses, and universities to further expand their resources. This education service center is a valuable tool in enhancing our professional development.

7. School Leadership:

Our philosophy at Neosho Heights is that leadership is shared between a visionary principal, a dedicated faculty and staff, and success-driven students each working together to achieve a common goal. We have a positive and supportive Board of Education and Superintendent who share our goals.

The principal at Neosho Heights Elementary School encourages staff to take leadership roles, facilitates communication among all content area instructors, and supports teachers in their efforts to stay abreast of new instructional methods and strategies needed in order to meet our goals.

The faculty at Neosho Heights Elementary has many opportunities to demonstrate leadership. Teams of highly qualified instructors are sent to various workshops, academies, and seminars to gain knowledge of the newest research-based methods of instruction and return to share the information with colleagues. Moreover, each teacher serves on a Math or Reading committee that focuses on strategies and techniques to foster academic improvement in that content area. Within these committees, we analyze testing data, which, in turn, drive our instructional methods. Other committees are designed to allow our school to function smoothly and in a way that is conducive to academic growth and, ultimately, success. Among these committees are those willing to create Character Education programs, discover new methods to generate excitement over state testing as well as efficiency in protocol, and lead a pilot program that integrates the newest technology in the classroom.

Leadership opportunities also extend to our students at Neosho Heights. Our fourth and fifth grade students hold weekly leadership meetings with teachers, to discuss important issues, such as safety and bullying prevention and productivity in the classroom. These leadership meetings help teachers get to know the students individually and teach them how to assume leadership roles within their classrooms. Additionally, we provide leadership opportunities through peer reading and math groups. Older students have the opportunity to aid younger readers in text comprehension and fluency and assist in understanding mathematical concepts.

High expectation, coupled with a supportive environment, results in students who are well rounded and able to meet the challenges of success. We feel building leadership at Neosho Heights results in a community of leaders all focused on academic achievement. Through the dedicated leadership of a building principal, faculty, staff, and students, our goals of academic success are being reached.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Kansas State Assessment Math

Edition/Publication Year: 2005 Publisher: KSDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standards, Exceeds Standards, Exemplary	100	96	93	100	77
Exceeds Standards, Exemplary	73	73	67	74	43
Number of students tested	26	22	30	23	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standards, Exceeds Standards, Exemplary	100	91	87	100	71
Exceeds Standards, Exemplary	64	73	53	60	41
Number of students tested	14	11	15	15	17
2. African American Students					
Meets Standards, Exceeds Standards, Exemplary			Masked		
Exceeds Standards, Exemplary			Masked		
Number of students tested			1		
3. Hispanic or Latino Students					
Meets Standards, Exceeds Standards, Exemplary	Masked		Masked		Masked
Exceeds Standards, Exemplary	Masked		Masked		Masked
Number of students tested	1		1		1
4. Special Education Students					
Meets Standards, Exceeds Standards, Exemplary	Masked	Masked		Masked	Masked
Exceeds Standards, Exemplary	Masked	Masked		Masked	Masked
Number of students tested	1	5		4	2
5. English Language Learner Students					
Meets Standards, Exceeds Standards, Exemplary					
Exceeds Standards, Exemplary					
Number of students tested					
6.					
Meets Standards, Exceeds Standards, Exemplary					
Exceeds Standards, Exemplary					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13KS5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Kansas State Assessment Math

Edition/Publication Year: 2005 Publisher: KSDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standards, Exceeds Standards, Exemplary	100	96	83	74	77
Exceeds Standards, Exemplary	81	59	57	52	43
Number of students tested	26	22	30	23	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standards, Exceeds Standards, Exemplary	100	100	73	67	76
Exceeds Standards, Exemplary	71	46	47	47	41
Number of students tested	14	11	15	15	17
2. African American Students					
Meets Standards, Exceeds Standards, Exemplary			Masked		
Exceeds Standards, Exemplary			Masked		
Number of students tested			1		
3. Hispanic or Latino Students					
Meets Standards, Exceeds Standards, Exemplary	Masked		Masked		Masked
Exceeds Standards, Exemplary	Masked		Masked		Masked
Number of students tested	3		1		1
4. Special Education Students					
Meets Standards, Exceeds Standards, Exemplary	Masked	Masked		Masked	Masked
Exceeds Standards, Exemplary	Masked	Masked		Masked	Masked
Number of students tested	1	5		4	2
5. English Language Learner Students					
Meets Standards, Exceeds Standards, Exemplary					
Exceeds Standards, Exemplary					
Number of students tested					
6.					
Meets Standards, Exceeds Standards, Exemplary					
Exceeds Standards, Exemplary					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13KS5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Kansas State Assessment Math

Edition/Publication Year: 2005 Publisher: KSDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standards, Exceeds Standards, Exemplary	100	94	100	96	82
Exceeds Standards, Exemplary	89	79	64	79	45
Number of students tested	10	33	22	28	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standards, Exceeds Standards, Exemplary	100	94	100	94	82
Exceeds Standards, Exemplary	80	69	54	78	29
Number of students tested	10	16	13	18	17
2. African American Students					
Meets Standards, Exceeds Standards, Exemplary		Masked		Masked	
Exceeds Standards, Exemplary		Masked		Masked	
Number of students tested		1		1	
3. Hispanic or Latino Students					
Meets Standards, Exceeds Standards, Exemplary		Masked		Masked	Masked
Exceeds Standards, Exemplary		Masked		Masked	Masked
Number of students tested		1		1	1
4. Special Education Students					
Meets Standards, Exceeds Standards, Exemplary	Masked	Masked	Masked	Masked	Masked
Exceeds Standards, Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	5	2	7
5. English Language Learner Students					
Meets Standards, Exceeds Standards, Exemplary					
Exceeds Standards, Exemplary					
Number of students tested					
6.					
Meets Standards, Exceeds Standards, Exemplary					
Exceeds Standards, Exemplary					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13KS5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Kansas State Assessment Math

Edition/Publication Year: 2005 Publisher: KSDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standards, Exceeds Standards, Exemplary	100	97	96	100	95
Exceeds Standards, Exemplary	74	76	68	93	68
Number of students tested	19	33	22	28	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standards, Exceeds Standards, Exemplary	100	94	92	100	88
Exceeds Standards, Exemplary	70	63	54	89	47
Number of students tested	10	16	13	18	17
2. African American Students					
Meets Standards, Exceeds Standards, Exemplary		Masked		Masked	
Exceeds Standards, Exemplary		Masked		Masked	
Number of students tested		1		1	
3. Hispanic or Latino Students					
Meets Standards, Exceeds Standards, Exemplary		Masked		Masked	Masked
Exceeds Standards, Exemplary		Masked		Masked	Masked
Number of students tested		1		1	1
4. Special Education Students					
Meets Standards, Exceeds Standards, Exemplary	Masked	Masked	Masked	Masked	Masked
Exceeds Standards, Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	5	2	7
5. English Language Learner Students					
Meets Standards, Exceeds Standards, Exemplary					
Exceeds Standards, Exemplary					
Number of students tested					
6.					
Meets Standards, Exceeds Standards, Exemplary					
Exceeds Standards, Exemplary					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13KS5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Kansas State Assessment Math

Edition/Publication Year: 2005 Publisher: KSDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standards, Exceeds Standards, Exemplary	100	100	100	97	97
Exceeds Standards, Exemplary	82	70	83	67	79
Number of students tested	28	23	30	39	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standards, Exceeds Standards, Exemplary	100	100	100	96	100
Exceeds Standards, Exemplary	75	58	82	59	67
Number of students tested	16	12	17	22	18
2. African American Students					
Meets Standards, Exceeds Standards, Exemplary	Masked				Masked
Exceeds Standards, Exemplary	Masked				Masked
Number of students tested	1				3
3. Hispanic or Latino Students					
Meets Standards, Exceeds Standards, Exemplary			Masked		Masked
Exceeds Standards, Exemplary			Masked		Masked
Number of students tested			1		1
4. Special Education Students					
Meets Standards, Exceeds Standards, Exemplary	Masked	Masked	Masked	Masked	Masked
Exceeds Standards, Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	3	4	6	8
5. English Language Learner Students					
Meets Standards, Exceeds Standards, Exemplary					
Exceeds Standards, Exemplary					
Number of students tested					
6.					
Meets Standards, Exceeds Standards, Exemplary					
Exceeds Standards, Exemplary					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13KS5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Kansas State Assessment Math

Edition/Publication Year: 2005 Publisher: KSDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standards, Exceeds Standards, Exemplary	100	96	100	97	100
Exceeds Standards, Exemplary	89	74	77	62	71
Number of students tested	28	23	30	39	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standards, Exceeds Standards, Exemplary	100	92	100	96	100
Exceeds Standards, Exemplary	94	67	65	46	50
Number of students tested	16	12	17	22	18
2. African American Students					
Meets Standards, Exceeds Standards, Exemplary	Masked				Masked
Exceeds Standards, Exemplary	Masked				Masked
Number of students tested	1				3
3. Hispanic or Latino Students					
Meets Standards, Exceeds Standards, Exemplary			Masked		Masked
Exceeds Standards, Exemplary			Masked		Masked
Number of students tested			1		1
4. Special Education Students					
Meets Standards, Exceeds Standards, Exemplary	Masked	Masked	Masked	Masked	Masked
Exceeds Standards, Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	3	4	6	8
5. English Language Learner Students					
Meets Standards, Exceeds Standards, Exemplary					
Exceeds Standards, Exemplary					
Number of students tested					
6.					
Meets Standards, Exceeds Standards, Exemplary					
Exceeds Standards, Exemplary					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13KS5